DOCUMENT RESUME

ED 210 329 UD 021 644

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TITLE Women's Educational Equity Act Program: 1980 Fiscal Year. Annual Report.
INSTITUTION Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE 80
NOTE 110p.; For related documents see ED 143 935, ED 153 111, ED 163 134 and ED 185 309.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Demonstration Programs; *Equal Education; Federal Legislation; *Females; *Government Role; Grants; Nondiscriminatory Education; *Sex Fairness
IDENTIFIERS Title IX Education Amendments 1972; *Womens Educational Equity Act

ABSTRACT

This is the 1980 annual report of the Women's Educational Equity Act Program. The report's introduction outlines the history of the Women's Educational Equity Act (WEEA) and describes the program's goals. A statistical summary of the distribution of financial grants is presented, with grants listed by geographical region, type of applicant, and priority area. General grants project summaries are then presented for each of the priority areas: (1) Title IX compliance; (2) racial and ethnic minority women and girls; (3) disabled women and girls; (4) leaders in educational policy and administration; and (5) the elimination of persistent barriers to educational equity. Multi-year project and WEEA contracts are also described. Lists of Title IX and WEAA publishing center resources for sex equity conclude the report. (APM)

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WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

ANNUAL REPORT

1980 FISCAL YEAR

WEEA Program

USDO 21644

U.S. Department of Education

DISCRIMINATION PROHIBITED--No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

ACKNOWLEDGEMENTS: This report was prepared by the staff of the Women's Educational Equity Act Program:

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Ms. Doris Shakin, Ms. Carol Whitten, Ms. Cynthia Waller.

Special thanks are extended to Ms. Carol Whitten, who compiled the Report, Ms. Suzi Wojdyslawski of the WEEA Publishing Center, who designed the cover and did the layout, and Ms. Sherri Joyner who typed the Report.

Finally, we are grateful to all of our WEEA Project Directors, whose descriptions of their own projects served as the basis for the project summaries in this Report.

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INTRODUCTION

The Women's Educational Equity Act (WEEA) represents a significant Federal effort to confront the massive problems of sexism in American education, manifested in a variety of discriminatory attitudes, stereotypes and practices. While Title IX of the Education Amendments of 1972 prohibits sex discrimination in Federally assisted educational programs, the Women's Educational Equity Act was enacted to provide programmatic support for positive efforts to ensure sex equity. During its first four years (1976 to 1979) the WEEA Program awarded grants and contracts to develop materials and model programs designed to assist in the achievement of educational equity for girls and women of various racial/ethnic, age, regional, and socioeconomic groups. During Fiscal Year 1980, its fifth year of funding, the WEEA Program targeted its resources on areas of greatest need, as defined by its five funding priorities; a total of 365 grants have been awarded since 1976.

Legislative History: Women's Educational Equity Act of 1974

The Women's Educational Equity Act was enacted in 1974 as part of the Special Projects Act of the Education Amendments of 1974 (P.L. 93-380). The first section of the Act, which describes its purpose, states that: "The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.....It is the purpose of this part to provide educational equity for women in the United States."

In order to achieve its goal, the Women's Educational Equity Act authorized the Office of Education to provide grants and contracts for developmental, demonstration, and dissemination projects of national, statewide, or general significance. The Act also authorized a program of small grants (not to exceed $15,000 each) designed to support innovative approaches to the achievement of educational equity for women and girls.

The Act includes six specifically authorized activities for the Women's Educational Equity Act discretionary grants program:

1) the development and evaluation of curricula, textbooks, and other educational materials;

2) model preservice and inservice training programs for educational personnel;

3) research and development activities;

4) guidance and counseling activities, including the development of nondiscriminatory tests;

5) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and,

6) expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

The Women's Educational Equity Act of 1974 also created the National Advisory Council on Women's Educational Programs, with seventeen members who are appointed by the President and confirmed by the Senate. These women and men are broadly representative of the general public, including persons from various racial/ethnic minority groups, geographical regions, and age groups. Members, many of whom are educators, are experienced in addressing issues of women's rights within education and are knowledgeable of various concerns relating to the status of women in American society generally. The Act also designated three ex-officio members to serve on the Council: the Chair of the U.S. Commission on Civil Rights, the Director of the Women's Bureau of the Department of Labor, and the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

Women's Educational Equity Act of 1978

The original Women's Educational Equity Act of 1974 expired in 1978; the Act was reauthorized by the Congress in 1978 as Title IX, Part C of the Elementary and Secondary Education Act (Education Amendments of 1978).

The reauthorized Act for the first time required the Women's Educational Equity Act Program to set funding priorities for general grants under the program of demonstration projects. The priorities were established in the WEEA regulation, published in the FEDERAL REGISTER on April 3, 1980. The five priorities, listed below, are described in greater detail in the succeeding pages of this report:

1) Model projects on Title IX compliance:

2) Model projects on educational equity for racial and ethnic minority women and girls;

3) Model projects on educational equity for disabled women and girls;

4) Model projects to influence leaders in educational policy and administration; and,

5) Model projects to eliminate persistent barriers to educational equity for women.

The reauthorized Act also established a new, second program in addition to the original program described above. This new program will provide grants for projects of local significance to assist individual school districts and other institutions in their attempts to meet the requirements of Title IX of the Education Amendments of 1972. This new program marks the first Congressional effort to provide funds directly to local school districts and universities for projects which meet locally defined needs; this program will enable schools to implement Title IX and other educational equity activities which they deem necessary to improve the quality of education at the local level.

Application Review and Grant Award Process

In accordance with the WEEA regulation, six separate competitions were conducted for general grants, one for each of the five priority areas and one for "other authorized activities." Each application competed only against other applications submitted within the same priority area. Small grants applications competed separately against each other; the priorities were not applied to the small grants program in FY 1980. Applications for non-competitive continuations were reviewed to determine whether grantees had met performance standards necessary for approval of continued funding.

All aplications were reviewed according to the "Discretionary Grant Program Review and Administration Procedures," of the HEW Grant Administration Manual. Applications were evaluated by panels of non-governmental field readers who were selected because of their expertise in the particular priority areas and in various issues relating to educational equity for women at every level of education; each application was reviewed by three field readers, who rated the applications on the evaluation criteria contained in the WEEA regulation.

Following this initial evaluation for quality, which provides the primary criterion for selection, the WEEA Program Director and Staff applied the discretionary award decision criteria established by the WEEA regulation.

Projects were selected for funding, therefore, based on their quality and on the need for projects that:

--address the diverse needs of women among various population groups;

--address all levels of education, including preschool, elementary and secondary education, higher education, and adult education;

--use a variety of strategies for addressing needs and develop different types of models;

--do not duplicate previously funded projects;

--are distributed geographically throughout the Nation; and

--include different types of grantees, such as nonprofit community, student, and women's organizations. Particular reference is made in the regulation to the need to support organizations with a "substantial membership of minority or disabled women."

To the extent possible, the applications selected for funding represent the required diversity in target population, level of education, variety of strategies and models, geographical distribution, and type of grantee.

In order to respond to the criterion for projects that address the diverse needs of women among various population groups, particular attention is given to the need to include projects which address the educational equity needs of racial and ethnic minority women--including Black women, Hispanic (Mexican-American, Puerto Rican, and Cuban) women, Asian and Pacific American women, and Native American women.

Statistical Summary

A brief statistical summary is provided in the tables below, including data on both the number of applications received and the number selected for funding. Data on both the amount of funds requested and the amount approved also are included. These data are provided for each priority area under general grants, for small grants, and for noncompeting continuation grants.

In addition, data on the geographical distribution of grants throughout the country are provided, as are data on the distribution of grants by type of applicant and level of education addressed.

The WEEA Program received a very large number of applications in Fiscal Year 1980; therefore, fewer than 6% of the total number of applications received grants. A total of 192 applications for small grants, 746 applications for general grants, and 17 applications for noncompeting continuation grants were received in Fiscal Year 1980. Of these, 11 small grants, 42 general grants, and 17 continuation grants were selected for funding. Small grant funding requests totalled $4,063,381, of which $248,203 were awarded. General grant funding requests totalled $102,452,346, of which $4,944,078 were awarded. Continuation grant funding requests totalled $2,492,924, of which $2,115,172 were awarded.

In total, 70 grants for $7,307,453 were awarded in Fiscal Year 1980. We believe that these projects will successfully achieve WEEAP goals and objectives. Indeed, these projects are representative of the diverse concerns expressed by other applicants as well.

TABLE I

GEOGRAPHICAL DISTRIBUTION

Region	State	Applications Received	GRANTS		
			General	Small	Continuations
I	Connecticut	14			
	Maine	2			
	Massachusetts	50	2	2	
	New Hampshire	5		1	
	Rhode Island	7			
	Vermont	2			
II	Puerto Rico	5			1
	New Jersey	22			1
	New York	106	6		1
III	Delaware	3	1		
	District of Columbia	63	8		1
	Maryland	31	1		1
	Pennsylvania	39		3	
	Virginia	22	3		
	West Virginia	7			
IV	Alabama	25	1		
	Florida	18	1		
	Georgia	9	1		1
	Kentucky	6			
	Mississippi	11			
	North Carolina	18			
	South Carolina	9			
	Tennessee	12			
V	Illinois	25			2
	Indiana	12			
	Michigan	28	2		
	Minnesota	19	1		2
	Ohio	32		1	1
	Wisconsin	17			
VI	Arkansas	4			
	Louisiana	6			
	New Mexico	8	1		
	Oklahoma	12	1		1
	Texas	37	2		1

Region	State	Applications Received	GRANTS		
			General	Small	Continuations
VII	Iowa	5			
	Kansas	7			2
	Missouri	10	1		
	Nebraska	6		1	
VIII	Colorado	19			
	Montana	5	1		
	North Dakota	4			
	South Dakota	6	1		
	Utah	6			
	Wyoming	2			
IX	Arizona	10			
	California	153	7	3	
	Hawaii	5			
	Nevada	1			
X	Alaska	4	1		
	Idaho	2			
	Oregon	12			1
	Washington	13			
		955	42	11	17

TABLE II
DISTRIBUTION BY TYPE OF APPLICANT

TYPE OF APPLICANT	Grants GENERAL	SMALL	CONTINUATIONS
LOCAL EDUCATIONAL AGENCIES	4	1	2
STATE EDUCATIONAL AGENCIES	1	0	1
POSTSECONDARY INSTITUTIONS (TOTAL)	12	2	7
Black Colleges	2	0	0
Women's Colleges	1	0	0
Community Colleges	1	0	0
Indian community colleges	1	0	0
Vocational-technical schools	1	0	0
Other institutions of higher education	6	2	7
NONPROFIT ORGANIZATIONS (TOTAL)	24	5	7
Women's organizations	9	1	0
Minority Women's Organizations	6	0	1
Minority Organizations	2	0	1
Student Organizations	1	1	0
Other Non-profit organizations	6	3	5
INDIVIDUALS	1	3	0
TOTAL	42	11	17

TABLE III
DISTRIBUTION BY LEVEL OF EDUCATION ADDRESSED

LEVEL OF EDUCATION	GENERAL	SMALL	CONTINUATIONS
Preschool	3	1	0
Elementary/Secondary	14	4	7
Postsecondary/Graduate/Professional	13	2	5
Adult/Vocational	7	4	4
All levels	6	0	1
TOTAL	43	11	17

TABLE IV
DISTRIBUTION OF GENERAL GRANTS BY PRIORITY AREA

PRIORITY	APPLICATIONS RECEIVED	AWARDS
Title IX Compliance	39	9
Racial & Ethnic Minority Women and Girls	182	12
Disabled Women and Girls	21	4
Leaders in Educational Policy and Administration	51	4
Persistent Barriers	352	10
Other	101	3
	746	42

GRANT AWARDS FISCAL YEAR 1980

The Women's Educational Equity Act Program awarded 42 general grants, 11 small grants, and 17 non-competitive continuation grants, for a total of 70 grant awards in Fiscal Year 1980.

General grant projects were funded in each of the five priority areas established in the WEEA regulation; in addition, projects were funded which support other authorized activities defined in the Act. Small grants were awarded for projects which develop innovative approaches to the achievement of educational equity for women.

The priorities and projects funded under each are briefly described below.

PRIORITY I MODEL PROJECTS ON TITLE IX COMPLIANCE

Projects funded under this priority develop model programs and materials to enable educational institutions and agencies to meet the requirements of Title IX of the Education Amendments of 1972. Projects address a wide range of Title IX compliance issues as well as areas not covered by Title IX, such as textbooks, which are closely related to efforts to achieve compliance with Title IX.

The purpose of this priority is to develop a variety of models for use by educational institutions and community groups working to achieve full implementation of Title IX throughout the educational system. These models will be especially useful to applicants for grants under the new WEEA Program of "Projects of Local Significance (Tier II)" when it is initiated.

FAIR PLAY

Community Television of
Southern California--KCET
4401 Sunset Boulevard
Los Angeles, California 90027
Linda Lou Crosby
213-667-9280

Amount: $157,307

Duration: One Year

KCET will be producing two half-hour television programs designed to explore educational inequities in women's sports in Southern California. These will be used to expand the awareness of all viewers, especially teachers, administrators and students concerning these issues, and to help achieve compliance with Title IX in educational institutions, specifically for grades 9-12.

The videotape programs will use a documentary-style format including stock film footage of a historical nature, graphics, and extensive interviews shot in the Los Angeles area. Evaluations in the form of group interviews will help determine the appeal of the first program and the design of the second program. Supplementary materials for use in the classroom and other educational settings will be produced to increase the effectiveness of "Fair Play".

TITLE IX AND HEALTH SERVICES FOR WOMEN:
WHAT ARE THE ISSUES? WHAT ARE THE OPTIONS?

Federation of Organizations for
Professional Women
2000 P Street, N.W.
Suite 403
Washington, District of Columbia 20036
Margaret Dunkle
202-466-2544

Amount: $77,752

Duration: Two Years/
First Year

This project will identify the issues regarding Title IX and health services for women and suggest options and strategies for institutional change. In the first year of this 21-month project, a manual identifying these issues and describing the options will be developed for institutions of higher education. In the second year, a similar manual will be developed for elementary and secondary schools.

Because of the importance of health services -- and the paucity of information regarding what constitutes sex equity in health services -- these manuals will provide a unique contribution to the development of Title IX policy. These manuals will provide a tool to assist educational agencies and institutions, students, community organizations, administrators, faculty and students in effecting constructive institutional change.

NATIONAL TITLE IX GRASSROOTS ACTION CAMPAIGN

Project on Equal Education Rights (PEER)
N.O.W. Legal Defense and
Education Fund, Inc.
1112 Thirteenth Street, N.W.
Washington, District of Columbia 20036
Lynda Weston
202-332-7337

Amount: $160,004

Duration: Three Years/
First Year

PEER will organize nine community-based projects in three states to help local groups to work for sex equity in their schools. Community groups will field test PEER's new step-by-step guide to campaigning for educational equity at the local level. PEER will help community leaders to mobilize supporters for non-sexist education and design a campaign to eliminate barriers to equality in their schools.

Community leaders will be trained on how to build a broad-based coalition, how to use the press to promote sex equity, and how to convince school leaders to move sex equity to the top of their agendas. The project also will develop and test strategies for tackling racism and sexism together.

Along with the manual, PEER will produce materials on how sexism in education affects Black and Hispanic communities. Finally, PEER will produce a chronicle of local campaigns documenting how several communities have achieved changes in their schools.

MODEL TITLE IX LEGAL TRAINING PROGRAM AND MATERIALS

Women's Rights Project
Center for Law and Social Policy
1751 N Street, N.W.
Washington, District of Columbia 20036
Marcia Greenberger
Nancy Duff Campbell
202-872-0670

Amount: $150,000

Duration: Two Years/
First Year

Over a two year period, the Women's Rights Project will conduct six two-day training sessions on Title IX throughout the country for approximately 30 lawyers at each session. The Project will develop and test a curriculum and materials at these sessions which will be a model for use in training lawyers and law students in Title IX. The program will explain the problems of sex discrimination in schools, the requirements of Title IX and the way in which laws create rights and offer remedies for these problems.

This model training program and curriculum will be widely available to law school professors, those conducting legal education programs for lawyers, and individual lawyers who may review them without taking any courses or attending any training sessions.

A MODEL OF COORDINATION BETWEEN LEAs AND LOCAL PRE-SCHOOLS TO PROMOTE LEA's TITLE IX COMPLIANCE AND ELIMINATE SEX SEGREGATION AT THE PRE-SCHOOL LEVEL

Orange County School Board
Division of Instructions
P.O. Box 271
Orlando, Florida 32802
Sandra Daves
305-422-3200

Amount: $89,183

Duration: Two Years/
First Year

Recognizing that the earliest intervention possible is needed to prevent the molding of sex-role stereotypes, Orange County Public Schools is developing and testing a model for the coordination of staff development training and technical assistance between local educational agencies and preschools, both public and private. The model will be designed to promote continuity of effort from the preschool level on equity and Title IX compliance.

A manual describing this model will be produced to provide other LEAs with a resource which they can use in a variety of community settings with diverse populations. Included in the Manual will be components designed to increase awareness of sex stereotypes of preschool administrators and parents, as well as specific nonsexist techniques and skills which teachers may use in the classroom.

EFFECTIVE TEACHING KIT: THE MISSING LINK IN THE DEVELOPMENT OF COED PHYSICAL EDUCATION CLASSES

Educational Sport Institute
5454 Wisconsin Avenue, Suite 1455
Chevy Chase, Maryland 20015
Dorothy E. McKnight
301-652-0343

Amount: $94,289

Duration: Two Years/
First Year

This project will develop materials to assist secondary school physical education teachers and major students to conduct coed classes. The project will seek to reduce sex biased attitudes, change teacher behavior to reduce sex role stereotyping, alter instructional strategies to promote sex fair approaches, and ultimately increase opportunities for girls and boys to effectively learn and participate together in physical education classes.

The project will review and adapt sex role stereotyping materials, develop written, visual and audio materials which illustrate successful sex fair teaching and learning strategies, and field test these materials with teachers and major students from a variety of geographical and school situations in several different types of inservice-preservice experiences.

The EFFECTIVE TEACHING KIT which will be produced will include: (1) Physical Education Teachers' Workbook; (2) Color Videotape illustrating the information in the workbook with successful "in place" examples; (3) Leaders' Handbook, explaining various approaches for the positive presentation of the material.

UPPER MIDWEST TEACHER CENTER FOR WOMEN'S HISTORY

Women Historians of the Midwest
School District #283
Box 8021 Como Station
St. Paul, Minnesota 55108
Susan Gross
612-925-4300

Amount: $73,833

Duration: Two Years/
First Year

This project will create a model center for providing materials and teacher training to encourage the inclusion of women's history in K-12 curricula. The Center will include a storage area where a wide variety of materials on women's history will be collected, catalogued and made available for distribution to teachers and students.

The Center staff will be responsible for editing and organizing materials appropriate for use at various grade levels, in keeping with Title IX guidelines. Aids to teachers will include consulting services (such as bibliography development, suggesting historical resources and using WHOM historians), curriculum development and women's history workshops.

The Resource Center also will be open for student research. A five-day workshop conducted in the summer of 1981 will draw teachers from various parts of the Midwest for training in teaching women's history.

ABC's (Attitudinal Behavioral Changes) FOR SEX EQUITY

New York City Board of Education
Community School District #2
210 East 33rd Street
New York, New York 10016
Judith Mosson
212-481-1660

Amount: $98,666

Duration: One Year

This project will involve teachers and parents from eight urban, multicultural elementary schools in activities aimed at changing behaviors that reinforce the development of sex role stereotypes in children. Workshops will deal with teacher behavior, classroom management, sex-role stereotyping in home, school and society and non-sexist career education.

Teachers will devise and use activities to eliminate sex bias in their classrooms. The project will develop both the model program for staff development and parent involvement in fostering sex equity in the classroom and an activity packet for teachers.

CHILDREN DESERVE EQUITY: A PROJECT TO HELP RURAL SCHOOLS FULLY COMPLY WITH TITLE IX

Rural Alternatives Institute
P.O. Box 163
Huron, South Dakota 57350
Ella Stotz
605-224-8696

Amount: $110,889

Duration: Three Years/
First Year

The project will develop a model process that will result in the full implementation of Title IX in rural schools through extensive cooperation and participation from students, parents, community members and educators. Products to be developed include:

(1) a Title IX Handbook for Children (grades K-3),
(2) a Title IX Implementation Resource Book for Parents,
(3) a Title IX Puppet Kit,
(4) a Sex-Equity Teacher Center Guidebook,
(5) a Title IX Media Blitz Kit, and
(6) a Title IX Implementation Model Process Guidebook for Rural Schools.

These products will be designed to meet the special needs of rural, Indian, and disabled students K-3, as well as the general student population.

PRIORITY 2 MODEL PROJECTS ON EDUCATIONAL EQUITY FOR RACIAL AND ETHNIC MINORITY WOMEN AND GIRLS

Projects funded under this priority develop model programs and materials which address issues of double discrimination, bias, and stereotyping on the basis of sex and race or ethnic origin. Projects focus on the diverse educational equity needs of Black, Hispanic, Asian/Pacific, and Native American women and girls; these projects seek to develop programs to eliminate the barriers to the achievement of educational equity imposed by combined race/ethnic and sex bias.

EDUCATION FOR OCCUPATIONAL CHOICE: CREATING AWARENESS OF ALTERNATIVES FOR ASIAN AMERICAN WOMEN AND GIRLS

ASIAN, Inc.
and Asian Women United
1610 Bush Street
San Francisco, California 94019
Pauline L. Fong
415-928-5910

Amount: $154,953

Duration: Two Years/
First Year

Increased education does not yield significant increases in earnings for Asian American women. Although they have higher than average labor force participation rates, they are restricted to a narrow range of occupations in a limited number of industries.

Phase I of this project will develop information on how Asian American girls and women make their education and job choices, whom they turn to for help on these issues, what their aspirations and expectations are, how they perceive what choices are open to them, and how they cope with discrimination. The project will survey students from junior high school through college, parents, teachers, counselors, employers and community agencies.

Phase II will be devoted to developing media and print materials which will expand awareness of career and educational alternatives and provide assistance in coping with the barriers identified in Phase I.

The project will be conducted with the support of Asian American women in the community.

CAMPESINAS

Bay Area Bilingual Education League, Inc.
2168 Shattuck Avenue
Berkeley, California 94704
Estella Garza Morris
415-549-1820

Amount: $88,665

Duration: Three Years/ First Year

"CAMPESINAS", under the direction of Dolores Huerta, Vice President of the United Farm Workers, will concentrate on leadership training and career education for limited and non-English speaking rural Hispanic women farmworkers.

Training will consist of life survival skills, leadership, citizen advocacy, training, employment and educational options. CAMPESINAS also will focus on increasing participants' self awareness and understanding of their immediate community, Hispanic/Anglo communities and the institutions which affect their lives.

The project will develop and design this educational training and support program for Hispanic women farmworkers, pilot test the bilingual (Spanish/English) training materials, conduct follow-up support activities to assess the effectiveness of the materials and training strategies, replicate the project materials and training, and disseminate the bilingual Trainer's Guide and "CAMPESINAS" Training Packet.

MODEL DEMONSTRATION PROJECT TO OVERCOME BARRIERS TO EDUCATIONAL EQUITY FOR HISPANIC WOMEN AND GIRLS

ACCESS (Association for Cross Cultural Education and Social Studies) Inc.
401 M Street, S.W., Suite 1006-A
Washington, District of Columbia
Maria Elena Pynn
301-656-8558

Amount: $141,202

Duration: One Year

This model intervention program is designed to increase the participation of Hispanic women and girls in secondary, post secondary, graduate-level study and in educational leadership positions. The resources of Hispanic academic and local organizations provide the foundation for developing this on-going and replicable model for generating learning experiences.

The project will stimulate students' access to higher education, acquaint them with barriers to educational equity, motivate participants to continue their educational and professional development and orient participants to local support systems. The project will develop a tested and validated multi-level intervention model to provide access and retention assistance to Hispanic women and girls. It also will establish a working relationship between local networks and state and local education officers.

SHAPING TEACHER EXPECTATIONS FOR RACIAL AND ETHNIC MINORITY GIRLS AND YOUNG WOMEN

Creative Learning, Inc.
4419 39th Street, N.W.
Washington, District of Columbia 20016
Diane Trister Dodge
202-244-8008

Amount: $60,000

Duration: One Year

This preservice and inservice teacher training project will contribute to the reduction and elimination of racial, ethnic and sex stereotyping in grades kindergarten through 12. The project will focus on the connection between teacher expectations and student performance and the existence of lower expectations for female and minority students.

In order to change teacher expectations for these students, the project will develop a three-hour teacher training module and related materials for independent use by teachers that fill the range of training needs from awareness to classroom action. Over a twelve month period, Creative Learning will conduct a literature search, convene a design team, develop the materials, test the materials with a sample of potential users, and disseminate them to a selected, multi-ethnic audience.

MODEL PROGRAM FOR IMPROVING THE STATUS OF TRANSITIONAL BLACK WOMEN IN THE SOUTHEASTERN REGION

Atlanta University Center, Inc.
360 Westview Drive, S.W.
Atlanta, Georgia 30310
Shelby Lewis
404-681-0251

Amount: $174,631

Duration: Three Years/
First Year

The Project will assist transitional Black women to obtain educational equity and subsequent social and economic improvements. A sequential attack will be mounted on two major problem areas: dysfunctional images and occupational training. The project will conduct educational research, human relations training, occupational counseling and training, and apprenticeships for the transitional women.

In addition, human relations training will be provided for employers and social service representatives who interact with transitional women. Both human relations and occupational counselling will be provided for children of transitional women as a means of arresting the generational cycle of poor images and inadequate skills. The project will develop a Conference on Transitional Women, Handbooks on Human Relations Training and Occupational Counselling and a model program packet.

BLACK WOMEN'S EDUCATIONAL POLICY AND RESEARCH NETWORK

Wellesley College Center for
Research on Women
848 Washington Street
Wellesley, Massachusetts 02181
Patricia Bell Scott
617-235-0320, ext 783

Amount: $131,660

Duration: Two Years/
First Year

This project will create a network of policymakers and researchers concerned with educational equity for Black women and girls; it will identify research priorities and encourage research in areas of significance to policy-makers, and prepare a major resource guide on Black women's educational needs. Project activities include the establishment of regional and national committees which promote networking, the development and co-sponsorship of five regional seminars which promote dialogue between policy-makers and researchers, and dissemination of a newsletter which describes project activities, new research and related projects.

The regional seminars will deal with such topics as "Research and Policy Issues in the Education of Black Girls," "The Campus Environment and Black Women's Education," "Occupational Trends and Black Women's Education," "New Developments in Education and Black Women's Education," and "Government's Role in Black Women's Education."

EDUCATIONAL DEVELOPMENT INSTITUTE FOR BLACK WOMEN AND GIRLS

Wayne State University
College of Education
5050 Cass Avenue
Detroit, Michigan 48202
Elizabeth Hood and Ruby Butts
313-577-0936

Amount: $181,211

Duration: One Year

The academic and social achievement of 80 Black women and girls enrolled in secondary and post-secondary schools in Detroit, Michigan will be upgraded by means of weekly tutorial sessions in reading, writing and mathematics. Monthly workshops and seminars in career guidance and leadership development also will be held.

The Institute will conduct research and disseminate findings on problems related to the educational and social development of black women and girls with respect to the effects of socialization on educational achievement and the effects of race and poverty on educational and social achievement. The Institute also will assess learning materials to determine which are most effective in upgrading achievement in the communication skills and mathematics.

BLACKFEET WOMEN'S RESOURCE CENTER

Blackfeet Community College
P.O. Box 819
Browning, Montana 59417
Carol C. Juneau
406-338-5411

Amount: $75,979

Duration: Two Years/
First Year

The Women's Resource Center at Blackfeet Community College will serve the needs of Native American women on campus and on the Blackfeet Reservation. The Center will provide counseling services for women students, education and training programs to increase opportunities for unemployed and underemployed reservation women, and technical assistance to local school personnel in Title IX and educational equity for Blackfeet girls and women.

The Center also will develop an information resource center which will collect and disseminate information on Native American women's roles (traditional and modern) and today's opportunities and expectations for Native American women. Materials on women's rights, legal services, employment opportunities, consumer issues, and other important concerns will be collected.

WOMEN BREAK THROUGH: STUDENTS AT WORK

New York City Board of Education
Office of Library, Media and
Telecommunications
131 Livingston Street
Brooklyn, New York 11201
Cindy Raabe
212-596-5904

Amount: $73,317

Duration: One Year

This project is a radio series of fast-moving, dramatic stories which contain information for young minority women about the educational and occupational opportunities open to them in non-traditional fields and show them how these opportunities are real and attainable. It will stress the educational prerequisites which are necessary and attempt to change the climate of thinking about non-traditional occupations for young minority women in the school system and the community.

These objectives will be achieved through a bi-lingual 31-program radio series, utilizing all the techniques of sound and music; each episode will be based on the true-life experiences of young minority women, including disabled women, who through work-study programs, enter fields which were male dominated or difficult to enter. There will be 15 dramatic programs in English, translated into 14 dramatic programs in Spanish with one teacher training program at the beginning to explain the work-study programs and suggest to teachers, guidance counselors, and parents how the radio series can be used. A teachers' manual will also be available.

MEXICAN-AMERICAN WOMEN CURRICULUM PROJECT: SOCIAL STUDIES AND THE ARTS/GRADES 9-12

Multicultural Women's Resource Center
1100 East 8th Street
Austin, Texas 78702
Martha P. Cotera
512-477-1604

Amount: $77,550

Duration: One Year

This project will develop a sequence of curriculum materials for students in grades 9-12. The curriculum will focus on the cultural experience of Mexican American women in the United States, to develop an understanding among female and male students of the barriers of sex and race discrimination that have affected the achievement of educational equity for Mexican Americans.

The project will also provide information on historic and artistic contributions of Mexican American women to this country. Two textbooks -- a Social Studies reader and a Humanities and Arts reader -- will be developed, with accompanying teachers' guides and slide/tapes.

OHOYO RESOURCE AND INFORMATION CENTER FOR NATIVE AMERICAN WOMEN

National Women's Program Development, Inc.
2301 Midwestern Parkway
Suite 214
Wichita Falls, Texas 76308
Owanah P. Anderson
817-692-3841

Amount: $161,980

Duration: Three Years/
First Year

The OHOYO* Resource Center will increase the visibility of the least visible of the nation's ethnic women through a 1982 update of the Resource Guide of American Indian-Alaska Native Women, and will develop a resource pool of skills and expertise of 1,000 notable Native women to provide identification-referral services. The Center also will address textbook and course work neglect of Native women through compilation of a bibliography of culture-based curriculum materials developed by American Indian-Alaska Native women. The Center will edit and circulate Native Women: A Bibliography, containing 400 entries by and about Indian women.

The Center will promote educational equity awareness within the Indian culture through publication of OHOYO quarterly news bulletins by and for Indian women. OHOYO will hold an annual equity awareness regional conference in areas with significant Indian populations.

*"OHOYO" is the Choctaw word for "woman."

CHINESE AMERICAN WOMEN EDUCATIONAL EQUITY PROGRAM

Organization of Chinese American Women
956 North Monroe Street
Arlington, Virginia 22201
Pauline Tsui and Lotta Chi
703-558-3440

Amount: $121,965

Duration: Three Years/ First Year

This program will develop and demonstrate models which will provide Chinese American Women with a greater awareness of educational equity as well as an understanding of how sex and social role stereotypes have affected their lives. A Literature Survey concerning Chinese American Women will culminate in a comprehensive demographic profile which will be analyzed to determine current educational status and patterns of sex and/or race stereotyping which have prevented their participation in education programs and in American society.

Three Seminars will be conducted for three groups of Chinese American women: adult professionals, adult nonprofessionals, and young women (between 15 and 18). These seminars will differ in emphasis and approach according to the needs and backgrounds of each group.

A Monthly Newsletter will be published and distributed with the purpose of building a network of Asian American women, sensitizing them to the effects of racial and sex-role stereotyping, informing and educating them about programs and opportunities which promote educational equity, and serving as a forum by which education policy-makers can communicate with Asian American women. A National Conference will attempt to create a national forum where grassroots representatives and educational policy-makers can have the opportunity to discusss priorities and needs of Chinese American women.

PRIORITY 3

MODEL PROJECTS ON EDUCATIONAL EQUITY FOR DISABLED WOMEN AND GIRLS

Projects funded under this priority develop model programs and materials that address the educational equity needs of disabled women and girls; these projects focus on efforts to ensure the full and equal participation of disabled women in all educational programs. Projects address issues of double discrimination, bias, and stereotyping on the basis of sex and disability.

DISABLED WOMEN'S EDUCATIONAL EQUITY PROJECT

Center for Independent Living/
Disability Rights Education
and Defense Fund, Inc.
2032 San Pablo Avenue
Berkeley, California 94702
Mary Lou Breslin
415-644-2555

Amount: $239,588

Duration: Three Years/
First Year

The Disabled Women's Educational Equity Project is a three year research and demonstration project designed to: (1) assess the educational needs of a wide range of disabled women and girls; (2) develop written materials for education and counseling practitioners that reflect the educational needs of disabled women and girls; (3) conduct two regional training conferences to present research findings to such practitioners; and, (4) develop model curricula and approaches to training disabled teenage girls and young women in their civil rights, educational and career opportunities, and how to secure them.

One national training conference for disabled teenage girls and young women will be held to apply and refine the model. This three year effort will result in more equitable educational and counseling programs and approaches for disabled girls and young women. This balancing of educational equity will in turn have a positive impact on the career and educational aspirations and achievements of disabled women.

ACHIEVING EQUITY THROUGH DEVELOPMENT OF NONBIASED MATERIALS FOR CAREER EDUCATION OF YOUNG HANDICAPPED AND MINORITY GIRLS AND BOYS

New Mexico State University
Department of Educational Specialties
Box 3AC
Las Cruces, New Mexico 88003
Roberta Brummett
505-646-2632

Amount: $152,689

Duration: Three Years/
First Year

The overall goal of this three-year project is to broaden the career interests and aspirations of primary aged disabled and minority girls. Although the project has been designed to promote equity for handicapped and minority females, it will also create materials which would be useful for the development of career education and equity concepts for male, non-minority and non-handicapped populations. The project materials will incoporate a balance of people: disabled and nondisabled; minority and majority; female and male. This integrated approach can have a positive effect on the attitudes of nonhandicapped, majority, and male groups toward handicapped, minority and female groups.

In addition to K-3 level handbooks and media, supplemental materials for teachers and parents will be available in both English and Spanish versions.

PROJECT REED/RESOURCES ON EDUCATIONAL EQUITY

Women's Action Alliance, Inc.
Non-Sexist Child Development
Project
370 Lexington Avenue
New York, New York 10017
Merle L. Froschl
212-532-8330

Amount: $141,071

Duration: Two Years/
First Year

Preliminary research indicates that sex-role stereotyping, with all its limitations, is as prevalent in the curriculum for special education as it is in the regular school curriculum. PROJECT REED will address this problem at the beginning of the educational process by developing a nonsexist, multiracial/ multiethnic approach which can be built into all early childhood programs for special needs children.

In cooperation with the New York University Office of Community Services, which has been providing Head Start training throughout Federal Region II, the Project will conduct a nationwide needs assessment and literature search to determine what specific materials must be developed in order to achieve educational equity in a variety of programs for special needs children at the early childhood level (pre K-third grade). Once these needs are identified, the project will design and pilot test prototype classroom materials, such as puzzles, games, early reading books, and photo posters, showing disabled children and adults interacting with their nondisabled peers.

A supplementary training guide, suitable for use by agencies and individuals working with special needs children, will be produced. Throughout the Project, a public education program will be conducted to raise awareness in the educational and general population of the need for educational equity in early childhood programs for disabled children.

YOU CAN DO IT TOO!

Institute for Information Studies
200 Little Falls Street
Suite 104
Falls Church, Virginia 22046
Marjory Foyer Crane
703-533-0383

Amount: $135,000

Duration: Two Years/
First Year

Our goal is to present successful role models for young disabled women to emulate as they prepare themselves for employment. In this project we will develop, produce, and disseminate for widespread use a multimedia package portraying disabled women who are successful in nontraditional careers. This will include a half-hour film (16 mm.; also to be available in videotape format) and a booklet for use by program developers in rehabilitation counselor training programs in rehabilitation facilities and in independent living centers to facilitate creative use of the film and the booklet.

We will also provide information about varied resources which can help disabled women to overcome the barriers of sexism and disabilities to find fulfilling careers.

PRIORITY 4 MODEL PROJECTS TO INFLUENCE LEADERS IN EDUCATIONAL POLICY AND ADMINISTRATION

Projects funded under this priority are designed to increase the commitment to Title IX compliance and to educational equity for women among individuals and organizations that affect the development and implementation of education policy. The purpose of this priority is to encourage institutional change by helping policymakers and administrators to take positive steps to ensure educational equity for women and girls. Many educational leaders need and want assistance in developing effective mechanisms for conveying their support for educational equity for women in concrete ways; projects are designed to develop model programs to facilitate this effort. Projects focus on various educational leaders, including school and university administrators and students.

WOMEN STUDENTS LEADERSHIP TRAINING PROJECT

National Student Educational Fund
2000 P Street, N.W.
Suite 305
Washington, District of Columbia 20036
Kathryn Baron
202-785-1856

Amount: $114,776

Duration: Two Years/
First Year

The goal of this project is to arm students with the necessary information, training and leadership skills to combat sex discrimination in postsecondary education. The project will develop an information and support network of individuals and organizations working for sex equity; conduct a national conference; publish three newsletters and a two-part resource manual containing issue and skills information; and compile a directory of organizations and agencies dealing with sex equity.

COLLOQUIA: A JOURNAL FOR BLACK WOMEN

Lillian Anthony Associates
2622 Georgia Avenue, N.W.
Washington, District of Columbia
20001
Lillian Anthony-Welch
202-462-5664

Amount: $98,588

Duration: Three Years/
First Year

The Black Women's Scholarly Journal will bring a new, important perspective to current equal educational opportunity issues. Through the Journal, the concerns and interests of Afro-American women, minority groups and the disadvantaged will be emphasized, ending the exclusion of Black women from a major role in opinion formation, issue definition, research debates, and public policy decisions.

This Journal will cover a wide range of research interests and issues, including education, energy, employment, poverty, and housing, for example, from the perspective of the least advantaged segments of the population.

The Journal also will consider issues heretofore not addressed, will encourage new research, and provide a forum for reevaluation of research from a Black female perspective. Concern will be given to policy formulation and implementation from the perspective of those who are directly affected by it.

AEQUUS III: A MODEL PROGRAM TO INFLUENCE LOCAL LEADERS IN EDUCATIONAL POLICY AND ADMINISTRATION

Los Angeles Unified School District
Commission for Sex Equity
450 N. Grand Avenue, H-256
Los Angeles, California 90012
Phyllis W. Cheng
213-625-4004

Amount: $137,016

Duration: Three Years/
First Year

The purpose of Aequus III (pronounced "eh-kwis" - Latin word for equality) is to develop a model program for influencing leaders in educational policy and administration regarding women's equity. The approach is fourfold.

First, the project will enlist the aid of a management consulting firm to perform a detailed organizational analysis of District policies/practices relative to women's educational and employment opportunities. Next, the organizational analysis will be measured against Title IX and other sex equity legislation. Recommended remedies will be incorporated into technical assistance manuals as a change management tool for school board members and top management of the school district.

Technical assistance retreats then will be conducted by a consortium of experts for board members and top management regarding the identification of needed changes, the dissemination of information and resources, and assistance in reshaping existing policies and operations.

A Steering Committee comprised of representative administrative and employee groups, women's organizations, and ethnic organizations will oversee the implementation of the program. The steering committee will report to the Commission for Sex Equity, and from the Commission to the Board of Education; this will be the channel for recommending policies for women's employment and educational equity.

REDUCING INVISIBLE DISCRIMINATION IN EDUCATIONAL INSTITUTIONS

University of Delaware
Newark, Delaware 19711
Florence Geis and Mae Carter
302-738-2286
302-738-8063

Amount: $46,419

Duration: One Year

The purpose of this action-research project is to develop informational materials and a procedural model to sensitize educational decision-makers to the psychological mechanisms which cause unconscious, unintentional discrimination against women in education. Although women perform as well as men at all educational levels, fewer are advanced at each level. This sex-discrepancy in advancement is caused not by intentional discrimination, but by perceptual bias which occurs in unconscious neural processing of information, such as credentials and performance records.

The project will produce: informational materials based on scientific evidence explaining the perceptual phenomenon, its consequences, and possible procedures for counteracting them; an outline for small-group discussion seminars with educational decisionmakers to follow up on the written materials; and a tryout and evaluation of the written and discussion procedures in a typical university. The objective of the project is to enhance advancement of women throughout the university: students, faculty, and administrators.

PRIORITY 5

MODEL PROJECTS TO ELIMINATE PERSISTENT BARRIERS TO EDUCATIONAL EQUITY FOR WOMEN

Projects funded under this priority address the most critical and unyielding problems in achieving educational equity for women and girls. Projects develop model programs and new strategies to eliminate intractable institutional or attitudinal barriers to the achievement of equity in areas where little change has occurred, including physical education, textbook reform, vocational education, and educational administration, for example. Projects seek to develop and demonstrate new strategies to solve old problems.

ALASKAN WOMEN VISITING INTERN PROGRAM (VIP)

Alaska Department of Education
Pouch F
Juneau, Alaska 99811
Jan McCrimmon
907-465-2800

Amount: $120,000

Duration: One Year

There are no women superintendents in Alaska's 51 school districts. There are only four women secondary school principals. There are no Alaskan Native women among the State's principals, assistant superintendents, and superintendents.

Therefore, the Alaska Council of School Administrators, Alaskan Women in Educational Administration, and the Alaska Department of Education have joined together to sponsor this project, to provide training and experience for 20 women in school administration--as superintendents, assistant superintendents, or secondary school principal interns. Leadership training for 20 or more school board members also will be provided. Special emphasis will be placed on the identification and recruitment of Alaskan Native women.

The training will consist of opportunities for 20 women to spend internships in one or more districts where future jobs may be available. Training toward an administrative certificate and/or final courses for a Master's Degree in School Administration will be worked out cooperatively with the University of Alaska. Courses and seminars will be developed for interns and board members to address the unique needs of rural Alaskan schools. This component will be developed with the advice of the Alaska Native Foundation and the State Department of Education.

The project director will help plan and provide leadership training for women entering careers in school administration with an emphasis on overcoming discrimination and institutional sex bias. The project director will assist, supervise, and evaluate interns.

A final process manual will be developed from the project so that successful components may be replicated in other rural areas where both women and minorities are excluded from school leadership.

NEW PARTNERSHIPS

Berkeley Productions, Inc.
P.O. Box 9345
Berkeley, California 94709
Barbara Wolfinger
415-845-2354

Amount: $98,285

Duration: Two Years/
First Year

This project is designed to change high school seniors' attitudes toward female achievement so that women can have careers which make maximum use of their abilities and consider the changes in roles required to reduce the stress and conflict in dual career marriages. The project is necessary because the majority of married women now work outside the home for a substantial part of their lives. Thus, the traditional structure of marital relationships in which women had most of the responsibility for domestic care, child care and social arrangements, is changing.

The project will produce three half-hour filmed dramas and a curriculum in order to explore these issues with high school seniors. Attitude change in young men will be a particular focus, to assist them in accomodating to women's participation in the labor force and ensuing "new partnerships" in family life.

FROM HERE TO THERE PROJECT

Equity Institute, Inc.
4401 East West Highway
Suite 507
Bethesda, Maryland 20014
Mary Ellen Verheyden-Hillard and
Mary Lou Randour
202-654-2940

Amount: $139,117

Duration: Two Years/
First Year

In order to increase girls' understanding and exploration of opportunities for women in the apprenticeable occupations, the FROM HERE TO THERE project will develop print and nonprint materials for use in the classroom by students in the first through ninth grades. Guidebooks for teachers, counselors, parents and union leaders will be developed to assist those significant adults in offering informed support to student exploration. An additional product will be the Implementation Handbook which will describe how to initiate and implement an apprenticeship education program. An advisory group will assist the project in the development of the materials. All materials will be field tested and the implementation handbook will be validated at regional workshops.

PROJECT TEAM: A COMPREHENSIVE APPROACH TO BRINGING ABOUT SEX AND RACE EQUITY IN PHYSICAL EDUCATION

Nelson House
University of Massachusetts
Amherst, Massachusetts 01003
Joan L. Sweeney and Kathryn L. Girard
413-545-1558

Amount: $131,431

Duration: Three Years/
First Year

Working in collaboration with the University of Massachusetts/ Amherst Professional Preparation in Physical Education Department, this project will develop, implement, and disseminate pre-service course modules to promote non-stereotyping instructional behavior and curriculum. The project will conduct an assessment of changes in students' instructional behaviors, including a long-range evaluation of the behaviors retained upon actual employment; the project also will develop and implement an in-service training program in non-stereotyping teaching behaviors for student teacher supervisors, cooperating teachers and PE teachers at all levels and will involve University PE faculty in piloting the in-service training and developing a special faculty seminar on non-stereotyping instruction.

Regional conferences will be held in Massachusetts on Title IX, PE curriculum and non-stereotyping teaching behaviors; project staff will facilitate the development of PE curriculum planning and implementation teams in 20 Massachusetts schools. Finally, an Institute to assist those teams in developing non-stereotyping curriculum and implementing planned changes will be held and successful curriculum changes from selected schools will be identified.

A COMPREHENSIVE EFFORT TO INTEGRATE PRINCIPLES OF WOMEN'S EQUITY INTO TRAINING PROGRAMS AND PRACTICES OF EDUCATORS

Michigan State University
College of Education
East Lansing, Michigan 48824
Susan Melnick
517-353-6418

Amount: $145,349

Duration: Two Years/
First Year

The Michigan State University College of Education effort is designed to engage college and public school faculty and administrators in a series of Faculty Forum seminars and All-University courses to acquire knowledge, enhance attitudes, and gain support for promoting equity for women (including minority and handicapped women). The effort is also designed to enable faculty and administrators to apply newly acquired knowledge and attitudes to the review, revision, and redefinition of the present "mainstream" curriculum and instructional practices now offered to prospective and practicing teachers and administrators.

The third aspect of the effort is designed to study and describe what individuals and public schools do to comply with and exceed compliance with laws and legislation directed toward the promotion of women's equity. Through these enriched training experiences, curricular and instructional development activities, and studies of practice, the effort is expected to generate a comprehensive model of college and public school collaboration in the promotion of institutional change.

PROJECT CARPE DIEM/SEIZE THE DAY

Water and Wastewater
Technical School
P.O. Box 370
Neosho, Missouri 64850
Betti C. Harris
417-451-2786

Amount: $103,025

Duration: Two Years/
First Year

"Project Carpe Diem, Seize the Day" is a unique training and employment opportunity for women wishing to enter a little-known, but extremely vital career field-- that of water supply and wastewater management and operations. There is a serious shortage of trained operational personnel in the new field now, and desperate employers are actively seeking new sources of employees. This is an excellent opportunity for women to become active in the professional and technician level jobs in city or small town facilities, in industry, or in state or Federal regulatory agencies.

Project Carpe Diem will train 24 women to enter this field. Students will be provided tuition and housing, and will be assisted in obtaining other financial assistance to pay their daily living expenses. They will receive the technical training everyone else does, but will also receive role model and other adjustment assistance aimed primarily at women. At the conclusion of the training, they will be placed by the school and their performance will be monitored for a period of six months. After completion of the project, a "How To" publication will be developed based upon our experience.

EMBERS (EQUITY MODELS FOR BASAL READERS)

Council on Interracial Books for Children
1841 Broadway, Room 500
New York, New York 10025
Beryle Banfield and Ruth Meyers
212-757-2911

Amount: $103,025

Duration: Two Years/ First Year

Over a two year period EMBERS will conceive and develop mini-models of basal readers with accompanying teachers' manuals for grades 3 and 5. These readers, especially designed to increase student understanding of the need for sex, race and handicap equity in education and society, will serve publishers, buyers, and educators as concrete examples of the type of materials which can be used in future basal reading textbooks to promote educational equity for all women. The needs of poor and working class women will be an area of concern in the design. The readers will be tested in at least twelve schools in different areas of the country, with students and teachers of various racial and ethnic groups.

The uniqueness of the project lies in the fact that it represents the first attempt to create a feminist model of a basic elementary textbook and to create positive examples of what feminists want in basic elementary reading textbooks. During the final months of the project, workshops will be offered to publishers and educators to acquaint them with the project's concepts and materials.

The initial phase of the project will involve a five-pronged outreach campaign so that the project staff may have the benefit of guidance from many different constituencies. Among those to be contacted as part of this campaign will be feminist educators, including minority and disabled activists. Also involved will be feminist textbook editors, reading educators, educators on state levels, and children's book writers.

MINORITY WOMEN IN MATHEMATICS AND SCIENCE: AN ANXEITY/ AVOIDANCE REDUCTION PROGRAM

Bronx Community College
West 181 Street and University Avenue
Bronx, New York 10453
Madelaine Bates
212-220-6263

Amount: $67,960

Duration: Two Years/ First Year

A resource center will be established at Bronx Community College, a predominantly minority institution, dedicated to addressing the problem that the study of mathematics and the sciences poses for women, particularly adult, minority women.

The project will develop and test curriculum materials appropriate to the needs of disadvantaged students for use in Mathematics/Science Anxiety Reduction Workshops; a format for recruiting and training female tutors to be employed by the Center also will be developed and tested.

THEATER ARTS SUPPORT CURRICULUM FOR FEMALE OFFENDERS

Institution Programs, Inc.
P.O. Box 1082
Bartlesville, Oklahoma 74003
Carolyn Snow
918-336-8026

Amount: $127,892

Duration: One Year

Sixty four percent of all incarcerated women in United States penal institutions are minority women, sixty-six percent of women's crimes are victimless, forty-five percent of all female offenders have not graduated from high school, forty-three percent have had training in only low-paying "female" occupations, and fifty percent are substance abusers.

Our objectives include a removal of those internal barriers that assist in producing these statistics through the modeling of a theatre arts support curriculum. Model educational materials will be designed for use in women's units of correctional facilities and pre-release centers. The project will conduct classes in all aspects of basic theater and playwriting in several state correctional facilities that house women. We will produce a 28-minute documentary film on structuring a theater project, showing how female participants establish a new base of competency and skills achievement through theater involvement and develop a positive and responsible sense of self-esteem. An instructors' manual will assist others to develop similar programs in other states.

PROJECT RAMP

University of Virginia
School of Education
Department of Health and
Physical Education
Charlottesville, Virginia 22903
Linda K. Bunker
804-924-3187

Amount: $99,420

Duration: Two Years/
First Year

This project aims to develop training programs and educational materials for parents and teachers to help them use play and physical activity to raise the achievement motivation level in children. This project has recognized that the enhancement of the desire to achieve will reduce a persistent barrier to sexual equality. The primary beneficiaries will be children (3-8 years) who will participate in workshop and play experiences and be indirectly helped by the improved experiences provided by parents, pre-school and primary grade level teachers.

Education programs (model workshops) and materials (three manuals) will be designed and validated; their purpose is to reduce elements of sex-role socialization which have, in the past, been fostered through play and the social reinforcers inculcated during childhood.

OTHER AUTHORIZED ACTIVITIES

Projects continue to be funded which address other important issues and activities authorized under the Women's Educational Equity Act but not explicitly focused on one of the five priority areas.

WEST ALABAMA CENTER FOR THE DEVELOPMENT OF CAREER OPPORTUNITIES

Miles College
Eutaw Extension Campus
P.O. Box 31
Eutaw, Alabama 35462
Schadell Woolridge
205-372-9305

Amount: $98,728

Duration: Two Years/
First Year

Educational equity in rural junior and senior high schools will be addressed by developing a cooperative counseling reinforcement network using teachers and students and operating a Curriculum Resource Center for school personnel. The project will design, develop and validate a model sex equity instructional program and a model peer counseling training program.

The instructional program will consist of curriculum materials and activities which can be integrated in key subject areas such as English, Social Studies, Science and Home Economics; in addition, consciousness raising activities on sexism in the classroom will be included. An on-the-job summer placement of young women in non-traditional areas serves as the basis for the design of a peer counseling training program.

The Curriculum Resource Center will review, collect and disseminate non-sexist resources for school personnel use. The Center also will have the capacity to develop its own materials. Specific products of the Center will be an Annotated Bibliography and a slide presentation on working women focusing specifically on rural Black women.

MOVERS AND SHAKERS: THREE ONE-ACT PLAYS ABOUT OUTSTANDING WOMEN

Joan T. Casale
5468 Avenida Fiesta
La Jolla, California 92037
714-273-6467

Amount: $35,925

Duration: One Year

This project involves the research and writing of three historically accurate one-act plays, about American women's historical achievements, to be used in junior-senior high school social studies and drama classes. The format for each play will be an historical television "talk show"; each script will be self-contained and will feature four historical figures: three women and one man. The moderator may be either male of female. The dramatic action comes from the clash of ideas, principles and methods used in pursuit of goals by the various figures portrayed.

After review by an advisory committee, each script will be field-tested twice in a San Diego area school. The final edition of each play will contain the script, information on staging, costumes, production; pictures and thumbnail biographies of the historical characters; recommended reading lists.

The inherent capacity of drama to simultaneously entertain and educate makes the creation of several one-act plays about the greatness and diversity of American women's achievements a natural vehicle for increasing positive representation of women in social studies and dramatic media.

CHILD FOCUSED MEDIA PACKAGES TO ADDRESS SEX STEREOTYPES IN PRE-SCHOOL CHILDREN

Creative Resources Institute
170 East 94th Street, Suite 1G
New York, New York 10028
Lise Schwartz
212-348-4928

Amount: $146,049

Duration: Three Years/ First Year

This multi-media project begins with the premise that sex stereotypes are ingrained in children at a young age. By addressing these stereotypes in pre-schoolers, the prospect of long term success and avoidance of major problems later is enhanced. This premise was supported and materials for teachers produced in an earlier CRI study.

This project will develop products directed at the children themselves. Working with early childhood educators and artists, the world of 4-5 year olds is probed for motivational catalysts that can be imaginatively turned into a logical series of bias-free vignettes. Themes such as male/female traits, vocational aspirations, family (roles and combinations), toys and games are included.

In the first year, the research will be completed and the series of slide-tape products will be developed around these themes. Second year activities focus on generating broadcast quality video tapes around the themes; the products will be evaluated and validated in the third year.

SMALL GRANTS

The small grants program is designed to provide grants, not to exceed $25,000 each, for the development of innovative approaches to the achievement of educational equity for women and girls.

STAFF EFFECTIVENESS TRAINING FOR SEX EQUITY IN PROJECT WHAM

Berkeley Unified School District
2134 Grove Street
Berkeley, California 94704
Beverly Maimoni
415-644-6078

Amount: $25,000

Duration: One Year

Project W.H.A.M. (Woodworking, Home Economics, Art and Music) will reach every seventh-grade student in the Berkeley Public Schools providing for him or her a series of four nine-week courses in Woodworking, Home Economics, Art and Music. Rather than merely exposing boys to home economics and girls to woodworking, the course will seek to stretch students' horizons by eliminating old ideas about appropriate courses of study.

Staff Effectiveness Training In Sex Equity, for Project W.H.A.M. will offer teachers consultant assistance in each unit for their own benefit as well as role models for their classrooms. The result will be a revised curriculum in each subject area which will meet new standards of educational equity. The teachers also will visit model projects in other school districts and attend Vocational Education sex-equity seminars. Plans have been made to photograph and record many of the classroom activities in order to document the evolution of the program and to build a firm basis for the continuation of W.H.A.M.

The W.H.A.M. Project builds upon the foundation laid by the successful Berkeley Women's Studies Task Force, which was instrumental in bringing about district-wide awareness of, and willingness to change, sex-stereotyped practices.

A BIOGRAPHICAL SKETCHBOOK OF CONTEMPORARY AND NON-CONTEMPORARY WOMEN IN MATH RELATED FIELDS

Teri Hoch Perl
525 Lincoln Avenue
Palo Alto, California 94301
415-326-2003

Amount: $24,460

Duration: One Year

This project will produce a book of biographies of contemporary and non-contemporary women from varied backgrounds, who work(ed) in fields such as mathematics, statistics and computer science. Included with the biographies will be mathematics activities inspired by these women. The activities will be designed to practice and reinforce concepts within a standard mathematics curriculum, thus encouraging the use of the materials within the daily school program.

The work, targeted toward students in the ten to thirteen year range, is designed to encourage positive and non-stereotypic attitudes towards mathematics and math-related careers for pre-secondary school students.

The curriculum materials developed will provide information to students, both male and female, and their teachers, about women working in math related fields; the books also will provide attractive and inspiring role models to female students, and practice in mathematics concepts in an appealing format. Finally, a set of guidelines for procedures to maximize the use of such material in the classroom will be developed.

TITLE IX STUDENT SELF STUDY PROJECT

Molly Murphy MacGregor
1855 Cooper Drive
Santa Rosa, California 95404
707-526-5974

Amount: $22,319

Duration: One Year

This project will develop a 12 week lesson unit that defines sex equity and its implications for a healthy society, teaches the history and content of Title IX and how Title IX can be used to ensure sex equity, and gives students the opportunity to do a "hands-on" evaluation of Title IX in their own school environment. The survey instruments will also include a race-ethnicity component and pre- and post-tests of attitudes and knowledge of Title IX and sex equity.

Students will assume the role of Title IX advocate and will give presentations to their faculties and school boards about Title IX compliance in their schools.

To facilitate a network of school and community involvement in sex equity issues, faculty, administrators, school board members, parents and other interested community members will participate in the Title IX Student Self Study Project.

PROMOTING CAREER DEVELOPMENT AND EQUITABLE EMPLOYMENT OPPORTUNITIES FOR MINORITY WOMEN SINGLE PARENTS

Mary L. Reed
85 Greenbrier Street
Dorchester, Massachusetts 02124
617-825-7523

Amount: $25,000

Duration: One Year

This model program will provide career education and counseling services to promote career development, equitable employment opportunities, and upward job mobility for underemployed minority women single parent heads of households in the Greater Boston Area.

The project will determine the primary factors influencing upward mobility and will identify and isolate individual, social, or institutional barriers which keep minority women single parents underemployed.

A report evaluating and analyzing the research, a resource directory, a training manual and employers guide, and a comprehensive model program of career related counseling and guidance services for the target population will be produced.

REGIONAL PRE-SCHOOL STAFF TRAINING PROGRAM

Leominster Multi Service Center
26 Main Street
Leominster, Massachusetts 01453
Naomi Kammerer
617-537-7395

Amount: $24,936

Duration: One Year

A model staff training program which will facilitate educational equity within the pre-school day care centers of Central Massachusetts will be developed and validated. The program will sponsor 12 bi-monthly workshops which will serve 120 day care administrators, teachers, and teachers' aides. The training sessions will utilize the WEEAP "Together We Can Pre-School Training Program" and be supplemented by direct observation and supervised participation within the LMSC Free to Be Day Care Center, a multi-cultural, non-sexist day care facility.

To reinforce the workshop training a monthly newsletter will be distributed to all pre-school day care centers in Central Massachusetts. The newsletter will include non-sexist multi-cultural curriculum ideas, articles documenting the importance of unbiased pre-school experiences, and references to available resources. A project report including developmental phases, potential for adaptation, and the problems encountered, will be published to provide necessary information to other organizations interested in sponsoring similar regional training programs.

HANDBOOK OF LOW COST STRATEGIES TO HELP THE SMALL COLLEGE MEET THE NEEDS OF RE-ENTRY WOMEN

Midland Lutheran College
720 East Ninth Street
Fremont, Nebraska 68025
Elizabeth Y. Mulliken
402-721-5480

Amount: $19,550

Duration: One Year

This project aims to find low-cost strategies for making the small private college environment more receptive to a growing population of re-entering women students. A needs assessment will reveal areas of concern, such as recruitment and orientation, advising and counseling, financial aid, child care, student support groups, and curriculum.

Committees of students, faculty, administrators, and community resource people will suggest methods by which procedures designed for 18-21 year olds may be modified to better serve the mature student.

After studying the experience of other institutions, the project will field-test and evaluate selected methods. Then it will produce a handbook to help small private colleges adapt to this important student group without pinching their already strained financial resources.

TRADESWOMEN

The Women's Center
Plymouth State College
Box 331
Plymouth, New Hampshire 03264
Genelle G. Grant
603-536-1550

Amount: $24,919

Duration: One Year

TRADESWOMEN will deliver day-long workshops in 14 high schools throughout the state of New Hampshire. One thousand sophomore girls will be introduced to 6 trades and the educational opportunities available for women who choose to enter technical or trade occupations. The girls will talk with women role models who are successfully working in these fields.

The attendees also will have hands-on experiences with different tools or equipment of at least 3 of the trades presented. All guidance counselors in the state will be invited and encouraged to attend the workshops. Everyone attending will receive information packets with literature about vocational and educational opportunities for women in non-traditional careers. Finally, the project will produce a TRADESWOMEN Organizational Manual.

FINANCIAL PLANNING EDUCATION FOR LOW-INCOME WOMEN WORKERS

Working Women: National
Association of Office Workers
1224 Huron Road
Cleveland, Ohio 44115
Karen Nussbaum and Ellen Cassedy
216-566-9308
202-797-1384

Amount: $24,300

Duration: One Year

This project will create curriculum materials to assist low income working women manage their personal finances and budget for retirement. During the course of the project, curriculum materials will be designed into participatory, lively training sessions for working adults.

The curriculum materials, sample handouts, and teaching guides will be evaluated, revised, and compiled into a program manual, which will be widely publicized and disseminated to women's organizations, unions, community colleges, and continuing education courses for incorporation into their programming. The curriculum thus will be made available to low income working women through a range of alternative and traditional educational sites that serve or could serve them.

EDUCATIONAL LEADERSHIP DEVELOPMENT: SEXUAL HARASSMENT ON CAMPUS

Commonwealth Association of Students Foundation
Suite 410, 240 North Third Street
Harrisburg, Pennsylvania 17101
Chris Leavey
717-233-7618

Amount: $9,439

Duration: One Year

This project is directed at developing awareness of the problem of sexual harassment on two "model" campuses. Program participants include students, student affairs officers, faculty union representatives, Title IX officers and representatives of the local chapters of the National Organization for Women. These advisory committees will oversee three projects. First, the advisory committees will set up workshops on the campuses dealing with Title IX, the role of women in an educational setting, and the ramifications and implications of sexual harassment. The workshops will be open to all members of the campus communities.

In conjunction with the project staff, the advisory committees then will develop a pamphlet on the problems of sexual harassment and possible solutions, to be distributed statewide. Finally, the advisory committees will develop sexual harassment grievance procedures and submit them to proper administrative channels for review and implementation.

WHEN RACISM AND SEXISM INTERACT IN EDUCATION

Planned Parenthood Association of
Southeastern Pennsylvania
Department of Education
11220 Sansom Street
Philadelphia, Pennsylvania 19107
Sallye M. Puryear
215-629-2868

Amount: $24,991

Duration: One Year

This project is aimed at helping to eliminate racism and sexism as they affect, in both subtle and overt ways, postsecondary education counseling and academic advisement processes. This will be achieved through the development of a workbook for counselors/advisors which utilizes an incremental learning process to explore the subtleties of racism and sexism and bring those issues into sharp focus through exploration of their intersection in educational materials, attitudes, and processes.

The workbook synthesizes existing information on racism/sexism in educational counseling and emphasizes development of skills for incorporating personal awareness into ongoing work practices, thereby enhancing the ability of counselors/advisors to become effective advocates of educational equity for women, particularly for women of color. Workbook contents and concepts will be piloted at a special 2-day invitational workshop for 20-40 postsecondary educational advisors/counselors. The final workbook can be used as a basis for equity training programs, as a supplement to existing training efforts, or as a self-instructed resource.

COMMUNITY BASED MATH ACCESS MODEL FOR MINORITY WOMEN

Lutheran Social Mission Society
1340 Frankford Avenue
Philadelphia, Pennsylvania 19125
Ellen Tichenor
215-426-8610

Amount: $25,000

Duration: One Year

The Community Women's College Program, currently part of the Lutheran Settlement House Women's Program, is a community-based postsecondary resource (A.A. Degree) for ethnic minorities of Fishtown/Lower Kensington. These are low-income communities, and students have been away from school between five and thirty years. Necessary support services include academic counseling, child care, and tutoring.

A critical issue in the achievement of educational equity for students is lack of skill and confidence in mathematics. There is a need for an innovative approach to mathematics motivation, curriculum, and instructional methodology, if minority women are to overcome multiple discrimination.

This project will address psychological barriers to math attainment through a series of motivational workshops and will develop two instructional courses which integrate content with anxiety-reducing methodology. Finally, a project manual for use by postsecondary educators and community educational organizations will be developed.

NON-COMPETITIVE CONTINUATIONS OF

MULTI-YEAR GRANTS

PROJECT OPPORTUNITY

National Manpower Institute
Center for Women and Work
1211 Connecticut Avenue, N.W.
Washington, District of Columbia 20036
Suite 301
Shirley Robock Fox
202-887-6800

Amount: $70,980

Duration: 18 months/
Final 6 months

Project Opportunity is a joint project of the Center for Women and Work of the National Institute for Work and Learning (NIWL) and the Coalition of Labor Union Women (CLUW).

The Project developed a model training program in which two members from each of the ten CLUW Chapters were trained as Opportunities Advisors (OAs) to assess their members' needs related to education, training, mobility at the workplace, and greater participation in the union movement. They also were trained to develop local Chapter resource centers and programs to meet the identified needs.

Activities included three training sessions for the OAs, the publication of a bimonthly newsletter describing the Chapters' activities, and the conduct of a needs assessment survey and development of a Resource Center in each Chapter.

A handbook, Greater Resources and Opportunities for Women (GROW) is being developed, based on the model training program, to enable other organizations to replicate the program.

A MODEL FOR GENDER-BALANCING THE GENERAL CURRICULUM IN HIGHER EDUCATION

Georgia State University
College of Arts and Sciences
University Plaza
Atlanta, Georgia 30303
Charlotte McClure and Diane L. Fowlkes
404-658-3152 or 658-2924

Amount: $74,473

Duration: Two Years/
Second Year

This project is developing and conducting a scholarly conference that presents new knowledge about women from a regional perspective (the South) and that results in course modules, lecture materials, readings, bibliographies and guides for incorporating this new knowledge into the general curriculum of higher education. The conference, "A Fabric of Our Own Making": Southern Scholars on Women, will be held at Georgia State University, Atlanta, March 4-7, 1981.

PROJECT STAGES II

Chicago State University
Center for Women's Identity Studies
95th and King Drive
Chicago, Illinois 60628
Donna Avery
312-995-2387

Amount: $130,266

Duration: Two Years/
Second Year

The Center will develop and field test a series of materials for use by present and future members of the helping professions in counseling women. The Center and the materials are an expansion of the findings from a previous WEEA grant wherein one hundred white and black women were interviewed regarding the critical events in their lives.

Materials to be developed include: the Critical Events Interview Training Manual, designed as a pre-decision making technique in counseling women in transition; a Model Workshop for Black Women including facilitator's manual and materials designed to explore the critical events and issues shaping Black women's identity; and a Resourcebook of Characteristics of Growthful Critical Events, including coping strategies, sources of support and other related factors.

A Secondary Curriculum Module designed as a teacher/counselor/facilitator's guide for high school, community college and other community settings also will be developed. Finally, the project will produce a companion study of Critical Events in the Lives of Hispanic Women of Puerto Rican and Mexican-American descent, and a volume of Case Studies of Critical Events for use in professional training programs.

PROJECT SEE (SEEK EQUITY EDUCATION)

Urbana School District 116
1201 South Vine Street
Urbana, Illinois 61801
Margaret M. Thompson
217-384-3600

Amount: $134,274

Duration: Three Years/
Third Year

This project is designed to develop a curricular model in physical education for children kindergarten through grade six which will enable each child to progress in the development of motoric capabilities regardless of sex, ethnicity, mental status and physical status. Selection of objectives and learning experiences is based on developmental needs and interests of the population age/grade levels as determined by a needs assessment program currently in progress in School District 116, Urbana, Illinois.

EQUITY RESEARCH: MODELS FOR IMPLEMENTING CHANGE

University of Kansas
School of Education
Lawrence, Kansas 66045
Judith Adkison and Jerry Bailey
913-864-4894

Amount: $200,000

Duration: Two Years/
Second Year

This project will develop three interrelated programs of action-oriented research directed toward improving the effectiveness of current and proposed efforts to assure women's full and fair participation in education. The project will examine organizational processes that impede and promote the implementation of Title IX at the elementary and secondary levels and of affirmative action in higher education.

Further, the project will assess the applicability of the change strategy used in ESEA Title IV-C to the emphasis on "demonstration" in the WEEA. The three program efforts will proceed in a similar fashion: from documentation of the results of a particular change effort, to development or assessment of models of organizational change, to production of materials for policy makers and educational practitioners who are attempting to achieve equity for women in education.

A MODEL TO MOBILIZE CLIENT UTILIZATION OF WOMEN'S EDUCATIONAL EQUITY PROJECTS AND PRODUCTS

Kansas State Department of Education
and KEDDS/LINK
1847 N. Chautauqua
Wichita, Kansas 67214
Linda McNeely
316-685-0271

Amount: $133,027

Duration: Three Years/
Second Year

The Kansas Educational Dissemination/Diffusion System (KEDDS) will develop, field test, evaluate and package the Client Utilization Model. This model will incorporate an intermediary (a linker) and will aid the client school district in the smooth transition towards more equitable education for women by utilizing existing projects/products developed with funding from the Women's Educational Equity Act Program.

Secondary to the Client Utilization Model, the Linker Selection Model and the Linker Training Model will be developed. These two Models are necessitated by the role the linker plays in the Client Utilization Model. The linker must be carefully selected and trained so that quality assistance can be rendered to the client. The movement toward equity in education for women requires political and emotional changes in behaviors and attitudes on the part of the client system. A qualified linker and committed client, employing the Client Utilization Model, have a greater chance of succeeding in this volatile change process.

This project incorporates a three-year action plan. The first six months were used to initiate development of the models. The next two years see the models extensively field-tested and adjusted as necessary. The final six months will be used to evaluate and package the models.

CAREER EXPLORATION PROJECT: EQUITY FOR BLACK FEMALE STUDENTS IN SUBURBAN SCHOOLS

National Council of Negro Women
Montgomery County, Maryland Section
3701 Saul Road, #114
Kensington, Maryland 20795
Priscilla Porter
301-946-1040

Amount: $189,197

Duration: Two Years/
Second Year

The Career Exploration Project is centered in two community areas in Montgomery County and is designed to help Black female students in the county's secondary schools set career goals and plan realistically to attain these goals without the barriers of sex and race.

The students participate in the weekly, two-hour core program, visit job sites, listen to speakers discuss career opportunities in various fields and attend social functions. The students and their parents also participate in special workshops and seminars, some of which are open to the public. The curriculum, as well as all programs and activities, are based upon four project objectives: Career Exploration and Awareness, Academic Skill Building, Social and Leadership Skills Development, and Parent Involvement.

The Career Exploration Project is developing two handbooks which explain how to develop and implement a community-based career project and provide the curriculum and many of the programs and activities developed in the pilot project.

CONTEMPORARY AMERICAN INDIAN WOMEN--CAREERS AND CONTRIBUTIONS

Minnesota Chippewa Tribe
P.O. Box 217
Cass Lake, Minnesota
Patricia Bellanger
218-335-2252

Amount: $108,291

Duration: Two Years/
Second Year

This project's goal is to increase knowledge of students and instructors of the contribution of contemporary Indian women in America. During its second year, the project staff will develop and pilot test at least eight curriculum units on American Indian women in four schools having Indian and non-Indian enrollment to determine whether the materials are effective teaching aids.

Pre and post tests developed specifically for this purpose will be administered to students at the intermediate grade level. The multi-media curriculum materials, including a teachers' guide, then will be revised and prepared for publication.

DEVELOPING MULTI-MEDIA CURRICULUM AIDS FOR TEACHING ABOUT MINORITY WOMEN

Independent School District #625
St. Paul Public Schools
Urban Affairs Department
360 Colborne Street
St. Paul, Minnesota 55102
Gloria Kumagai
612-298-5895

Amount: $110,253

Duration: Two Years/
Second Year

This project is developing curriculum materials on American Indian, Asian/Pacific American, Black, and Hispanic women for use in a variety of subject areas in elementary and secondary school systems. These materials also include an exportable in-service training module to train educators in their use. The curriculum materials were completed in the project's first year; during the second year, they will be field-tested in various school settings in Minnesota, in six field-test workshops.

Products include four elementary kits -- one on each group of minority women -- containing eight illustrated stories with audio tapes and a teacher's guide. On the secondary level, there are four poster sets on each group of minority women, a booklet on minority women in math and science, a filmstrip on minority women, and teacher guides. A teacher training manual also will be available.

A MODEL FOR CURRICULUM REFORM IN HIGHER EDUCATION

Montana State University
Research and Development
Montana Hall, Room 318
Bozeman, Montana 59717
Betty Schmitz
406-994-4292

Amount: $176,180

Duration: Two Years/
Second Year

During the first year of this curriculum development project, faculty participants from the colleges of agriculture, arts and architecture, business, education, engineering, letters and science, and nursing evaluated curriculum materials for sex bias, identified significant omissions and distortions of information on women and women's issues, and conducted research on the contributions of women to a particular field, biased teacher behaviors and barriers to non-traditional students.

During the second year faculty will develop and field-test non-sexist curriculum and staff development materials in their specific disciplines. Materials under development include instruments to evaluate textbooks for sex bias, annotated bibliographies to supplement curricular resources, model courses integrated with women-related content, research studies on barriers to non-traditional students, and papers on non-sexist teaching strategies. The final report of the project will analyze the impact of the project on both the participants and on the institution and propose strategies for change in higher education.

CREATIVE STRATEGIES FOR EDUCATIONAL EQUITY IN THE MIDDLE SCHOOL (6-8) PHYSICAL EDUCATION PROGRAM

Rutgers University
Women's Studies Institute
Rutgers Women's Center
132 George Street
New Brunswick, New Jersey 08903
Eileen Elliot
201-932-9838

Amount: $141,443

Duration: Two Years/
Second Year

Equitable health and physical education curriculum units to help middle school teachers implement a co-educational program will be developed. Health and physical education teachers, administrators, and counselors will receive intensive training before the units are field tested in target schools. During the field-testing, the physical education staff will conduct faculty in-service and parent orientations to increase the awareness of teachers and the community of the importance of co-educational physical education.

The curriculum units include specific teaching strategies to encourage co-educational physical activities such as jogging, mass games, aerobics, volleyball, dance, weight training, and gymnastics. Health units will focus on sex education, sex roles, and parenting and family living. Several units will be videotaped, demonstrating how positive attitudes and teaching strategies increase educational equity and professionalism in physical education. Manuals for in-service and parent orientations will also be included.

PROJECT ON ACHIEVING EQUITY FOR WOMEN IN SOCIAL WORK EDUCATION

Council on Social Work Education
111 Eighth Avenue, Suite 501
New York, New York 10011
Nancy Coleman
212-242-3800

Amount: $73,068

Duration: Two Years/
Second Year

A curriculum development strategies model which identifies barriers to equity for women in professional education will be developed and tested. The model recommends alternative approaches to overcoming barriers which prevent women faculty, staff, and students from equitable educational and advancement opportunities.

It will focus on creative approaches to building a curriculum which prepares students for non-sexist professional practice. The model will be tested in five Federal regions (III, IV, VIII, IX, and X). Project consultants to these regions will explore the differential impact of curriculum development strategies in settings where faculty and students come from different backgrounds (i.e. urban, rural, low or middle income, different racial/ethnic groups).

THE JOB MARKET AND YOU: A NEW MODEL OF CAREER EDUCATION FOR RURAL WOMEN

The Grail
Loveland, Ohio 45140
Mary Gindhart
513-683-2340

Amount: $48,686

Duration: Two Years/
Second Year

The project is developing a manual describing a new career education model designed for rural women, including directions for implementation and evaluation of the model. The model itself presents a program of materials adapted specifically for the needs of rural women from available career education materials (noted in a bibliography).

Emphasis is placed on group learning experiences to create mutual support for participants, an employment context survey to determine occupational outlook and training opportunities in the areas served, and use of local women as career education facilitators to encourage participants by their example. The manual will be aimed primarily at women's organizations, church groups, and social service agencies which might use it in rural areas.

SOUNDS OF SCIENCE

University of Oklahoma
Southwest Center for
Human Relations Studies
555 Constitution Avenue
Norman, Oklahoma 73037
Carole Hardeman
405-325-1712

Amount: $149,208

Duration: Two Years/
Second Year

The "Sounds of Science" project is developing and validating a middle school curriculum model designed to enhance young women's and young men's understanding of the relationship of science courses in school to the real world of science and technology careers.

One of the major objectives of "Sounds of Science" is to suggest to the students some processes by which they can move from their present world of the middle school to careers in science or technology. Thus, each student activity reflects career activities of a "Sounds of Science" role model. Each of the five modules will be introduced by a fifteen minute audio-visual presentation featuring the sounds, career highlights, and childhood memories of eight career role models, selected after a nationwide search for scientists of all races.

NONSEXIST CURRICULUM DEVELOPMENT PROJECT

Northwest Regional Educational Laboratory
Division of Multicultural Education
300 S.W. Sixth Avenue
Portland, Oregon 97204
Barbara Hutchison
503-248-6800

Amount: $214,396

Duration: Three Years/
Second Year

The Non-Sexist Curriculum Development project has developed a series of BIAS (Building Instruction Around Sex-Equity) workshops and supplementary materials aimed at helping educators implement sex equity in the classroom and parents reinforce a bias-free environment in the home and school. The BIAS package includes:

Trainer's Manual: Inservice Workshop (K-12) with all materials necessary for conducting 12 hours of inservice training and with suggested alternative designs to meet specific local needs;
Annotated Bibliography of Non-Sexist Supplementary Books (K-12) analyzed for sex, race and career bias and grade level readability;
Guide to Non-Sexist Teaching Activities (K-12) with annotated references for course outlines, lesson plans and teaching activities; and,
Trainer's Manual: Parent Workshop (K-12) with all required materials for a 2½ hour parent workshop, including a parent booklet with ideas and activities for parents to share with children to encourage a nonbiased view of the world.

During 1978-80 the BIAS package was developed and field tested. During 1980-81, four two-day National Training Institutes will be held to familiarize sex equity trainers with the BIAS training package and to give them an opportunity to validate the materials by conducting training with local constituents.

NON-SEXIST CAREER COUNSELING FOR PUERTO RICAN WOMEN
IN HIGHER EDUCATION

Inter-American University
Regional Colleges Administration
G.P.O. Box 3255
San Juan, Puerto Rico 00936
Rosa Santiago-Marazzi
809-763-9622, extension 245

Amount: $100,000

Duration: Two Years/
Second Year

This project is in its second phase, which is to evaluate a model program on non-sexist career counseling for Puerto Rican university women. The model program and the specific materials developed for it will be implemented and evaluated at the Regional College of Guayama.

The materials include a trainer's manual for a two day workshop for counselors; a videocassette, "Abriendo Caminos", to explain the model program to counselors; a videocassette "La Mujer en Ocupaciones no Tradicionales" to explain occupational opportunities in non-traditional fields; a filmstrip, "Yo Decido," which focuses on career decision making; and a filmstrip, "Puedo Triunfar", to create awareness of sexism and how it can be overcome. In addition, the Project has developed a promotional logo and a series of eight posters of Hispanic women in various occupational fields.

A workshop will be validated and offered six times to counselors from all universities in Puerto Rico. A Manual for Counselors will be developed with a description of the model program and its implementation.

THE TRANSITION PROJECT

Vocational Guidance Service (VGS), Inc.
2525 San Jacinto
Houston, Texas 77002
Nan Alimba
713-659-1800

Amount: $82,257

Duration: Two Years/
Second Year

The Transitions Project will develop, validate and evaluate a program designed to facilitate the transition of high school female students from school to work. Goals of the program are to increase the number of females entering employment, vocational/educational training programs, and non-traditional careers and to increase the job retention rate through improved work attitudes and behaviors.

The program includes a variety of activities designed to counteract the impact of sex-role stereotyping socialization. A manual of instructions for conducting such a program, a resource book for students seeking to expand their range of career information, and a project evaluation report will be developed.

CONTRACTS

The WEEA Program awarded seven contracts in Fiscal Year 1980, including two which provide essential services to grantees. The WEEA Publishing Center reviews, publishes and markets the products of WEEA grants, including textbooks and other curriculum materials, model programs, teaching manuals, films and other audiovisual materials. The Project Coordination contract provides technical assistance, networking, and other services for WEEA FY 1979 and 1980 grantees, including regular national Project Directors' meetings throughout the year.

WEEA PUBLISHING CENTER

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160
Tyra Sidberry
617-969-7100

Amount: $807,653

Duration: Three Years/
First Year

The WEEA Publishing Center at EDC serves as the WEEA Program's publisher for all materials which are developed by WEEA grantees. The Center's editorial and design staff members provide technical assistance to grantees in product development. The Center conducts peer reviews of completed products and makes recommendations for improvements in them. The Center then is responsible for producing and selling at cost all products approved for nationwide dissemination by the WEEA Program. In addition to publicizing these products and programs as widely as possible, the Center also offers advice and assistance to persons wishing to select and use products. The Center's dissemination experts are available for consultations by phone (toll-free, 800-225-3088) or in person.

The Center for Research on Women at Wellesley College is a subcontractor to EDC and is responsible for conducting the peer reviews of grant products. Peer review panels of educators, researchers, community representives, and other potential users of materials convene at Wellesley to assess the suitability of various materials for publication and dissemination.

The WEEA Publishing Center's catalog is a comprehensive listing of available materials; several brochures and flyers also have been developed, to introduce the WEEA Program and its newest products. Over 200 print and audiovisual products can be purchased at cost; these include textbooks and other curriculum materials, research monographs, training/teaching manuals, program guides, and audio-visual aids, for example. Center staff attend various national and regional conferences during the year to conduct workshops and display WEEA materials.

PROJECT COORDINATION FOR THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

Women's Equity Action League (WEAL)
Educational and Legal Defense
Fund
805 15th Street, N.W.
Suite 822
Washington, District of Columbia
20005
Marge Rosensweig
202-638-1961

Amount: $212,284

Duration: One Year

Under this contract, the WEAL Fund provides for communication and interaction among WEEA grantees; the contractor also assists the WEEA Program to provide technical assistance to grantees.

WEAL Fund collects information from WEEA grants project directors regarding their needs for training and technical assistance in project management, product development, and evaluation and validation. Three Project Directors' conferences are held during the year to provide training and technical assistance requested by grantees, to create a forum for the discussion of issues relating to educational equity for women, and to encourage the development of supportive relationships among Project Directors.

WEAL Fund also publishes a bi-monthly newsletter and other resource materials for grantees, and is developing a communications network between current and former WEEA grantees and other individuals and groups involved in similar educational activities.

NATIONAL DEMONSTRATIONS OF EDUCATIONAL EQUITY FOR WOMEN/IMPLEMENTATION PHASE

Five WEEA contracts were awarded to continue development and implementation of "National Demonstrations of Educational Equity for Women and Girls" in five school districts. These demonstration sites will use and test various educational equity programs and materials to carry out a comprehensive coordinated plan for equity.

PROJECT FOCUS

American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302
Jane Schubert
415-493-3550
(Tucson, Arizona School District)

Amount: $225,000

Duration: Three Years/
First Year

FOCUS is a national demonstration of educational equity in Tucson, Arizona; it was planned by the American Institutes for Research in Palo Alto, California, the Career Guidance Project of Pima County, Arizona, and the Tucson Unified School District #1. During the first implementation year, the program staff will work closely with 40 FOCUS faculty in eight multiethnic Tucson schools.

Two sex equity specialists provide direct services to FOCUS faculty, who review and select equity resources for inservice and classroom use. The faculty also will receive training on issues such as classroom use of these materials, classroom interactions, strategies for addressing the needs of a multicultural student population, and infusion of equity concepts into the regular school program. Stipends allocated for FOCUS investments will be awarded to administrators and faculty throughout the year.

Parents, community leaders, representatives of the women's community, and non-certified educational personnel also will participate in the program. A comprehensive evaluation plan will thoroughly document program activities and collect data for anticipated submission to the Joint Dissemination Review Panel.

NATIONAL SEX EQUITY DEMONSTRATION PROJECT

University of Miami
School of Education and
Allied Professions
P.O. Box 248065
Coral Gables, Florida 33124
Rita Bornstein
305-284-5324
(Broward County, Florida School District)

Amount: $300,000

Duration: Three Years/
First Year

The Broward County school distict was chosen as a national demonstration site because of its commitment to equity and its unique capacity for demonstration of innovative educational programs. The system has achieved national acclaim for leadership in Title IX and sex equity over the past several years. These issues continue to generate support from the school board, superintendent, administrators, teachers, and community.

Demonstrations will occur primarily at the Nova Research and Development Center established by the school board to develop, demonstrate and disseminate quality educational programs. The four Nova schools--Nova High School, Nova Middle School, Nova Blanche Forman Elementary and Nova Eisenhower Elementary--also house the district's bilingual and limited vision programs.

Visitors can observe sex equity materials and programs demonstrated by administrators, teachers, and counselors Follow-up services will be available; staff members will provide advice, assistance, information, and training on Title IX and sex equity, either at the demonstration site or in other school districts and will assist in developing and implementing Title IX and sex equity plans tailored to local requirements.

PROJECT INTER-ACTION

The NETWORK, Inc.
290 South Main Street
Andover, Massachusetts 01810
Leslie Hergert
617-470-1080
(Quincy, Massachusetts Public Schools)

Amount: $200,000

Duration: Three Years/
First Year

Project Inter-Action, a joint effort of The NETWORK, Inc. and the Quincy, Massachusetts Public Schools, is a three year effort to develop and evaluate a comprehensive program to achieve sex equity in schools. Resource materials developed by earlier WEEA projects and others are being used in schools and in training sessions. The program will serve as a demonstration or model of educational equity for other school districts.

The overall program focuses on five areas identified in a needs assessment conducted during the one-year Design Phase of the project: career education, positive role models, curriculum and instruction, athletics, and parent and community involvement. The program is organized into six components: Impact School Intervention, Training, Resource Linkage, Consultation on Title IX Compliance, Dissemination, and Evaluation. Results of the effectiveness of the model will be presented to the Joint Dissemination Review Panel.

NATIONAL DEMONSTRATION OF EDUCATIONAL EQUITY FOR WOMEN

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
Barbara Hutchison
503-248-6800
(Lincoln County, Oregon School District)

Amount: $200,000

Duration: Three Years/ First Year

During 1979-80 the Northwest Regional Educational Laboratory in collaboration with the Lincoln County School District (Oregon) designed a plan for a national demonstration of educational equity. The Lincoln County School District serves a diversified population of approximately 34,000; there is a large rural population as well as two coastal cities which are relatively urban in lifestyle.

Three demonstration sites, consisting of four schools (Mary Harrison/ Arcadia Elementary, Taft Junior High and Waldport High School) comprise the model program. Each site will receive training focusing on different equity topics, including staff/student interaction, career choices, sex role stereotyping, and discrimination law, for example.

During the implementation phase (1980-83), the project will evaluate the effects of the materials and strategies employed, examine the effects of educational equity, provide a place for observers to see an equity model in action, provide a place to train leaders, and show the feasibility and desirability of compliance with Title IX.

In addition, educational personnel, parents, community members and students will receive equity training in the following areas: educational personnel--district-wide training in sex role stereotyping in the classroom, math anxiety, math avoidance, self-concept and career opportunities, equity laws, coeducational physical education; parents and community--training in sex role stereotyping, math anxiety, math avoidance, self-concept and career opportunities, and equity laws pertaining to employment; and students--training in leadership, equity laws, math anxiety, and math avoidance.

PROJECT NEED

University of Tennessee
Bureau of Educational Research
212 Claxton Education Building
Knoxville, Tennessee 37916
Donna Young
615-974-2272
(Reidsville, North Carolina City School System)

Amount: $175,000

Duration: Three Years/
First Year

Project NEED is a cooperative endeavor between the University of Tennessee and the Reidsville, North Carolina City School District. The purpose of the contract is to design and implement a plan for incorporating WEEA and non-WEEA materials into the school district and to make the district a model site for women's educational equity.

During the Design Phase, the staff conducted a detailed needs assessment, gained support and involvement for the project, and reviewed equity materials. The Nominal Group Process was used to determine what the Reidsville District perceived as the greatest barriers to equity. All professional and non-professional employees were divided into small groups and were asked to name and rate the greatest barriers to equity. Equity awareness programs were then scheduled which addressed the needs of the school district. Appropriate WEEA and non-WEEA materials were reviewed and teachers electing to use equity materials agreed to attend intensive workshops the following year.

PUBLICATIONS

RESOURCES FOR SEX EQUITY: MATERIALS FORM THE WEEA PUBLISHING CENTER

TITLE IX RESOURCES

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR POSTSECONDARY EDUCATORS

Order Form

All orders under $20 must be prepaid. All orders over $20 must be accompanied by payment or an authorized purchase order.

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55 Chapel Street, Newton, MA 02160

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Call toll-free 800-225-3088; in Massachusetts 617-969-7100.

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10001	Toward Equity: Effective Title IX Strategies, K–Postsecondary		8.50	
	Together We Can			
10002	Elementary and Secondary Training Kit and purchase of film		170.00	
10003	Elementary and Secondary Training Kit and rental of film Date needed_____2nd choice_____		50.00	
10004	Elementary and Secondary Training Kit and purchase of videotape		81.00	
10005	Elementary and Secondary Training Kit and rental of videotape Date needed_____2nd choice_____		50.00	
10006	Preschool Training Kit and purchase of film		144.00	
10007	Preschool Training Kit and rental of film Date needed_____2nd choice_____		25.00	
10008	Preschool Training Kit and purchase of videotape		56.00	
10009	Preschool Training Kit and rental of videotape Date needed_____2nd choice_____		25.00	
10010	Community Training Kit and purchase of film		132.00	
10011	Community Training Kit and rental of film Date needed_____2nd choice_____		14.00	
10012	Community Training Kit and purchase of videotape		44.00	
10013	Community Training Kit and rental of videotape Date needed_____2nd choice_____		14.00	
	Becoming Sex Fair: The Tredyffrin/Easttown Program			
10018	Coordinator's Manual		2.50	
10019	Stage One Manual: Preparing for Change		6.00	
10020	Stage Two Manual: Planning the Inservice Program		5.75	
10021	Stage Three Manual: Revising the Curriculum		13.00	
	A.C.T.I.V.E.: All Children Totally Involved Via Equity			
10025	Teacher's Manual and Workshop		5.75	
10026	Competency-Based Teacher Education Program		2.00	
	BORN FREE: Build Options, Reassess Norms, Free Roles Through Educational Equity			
10028	BORN FREE: Training Packet to Reduce Sex-Role Stereotyping in Career Development: Elementary Level		17.00	
10029	BORN FREE: Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level		17.75	
10030	BORN FREE: Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/Higher Education Level		22.00	

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Code Number	Title	Quantity	Unit Price	Total Price
10031	Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level: Technical Report No. 1		2.50	
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10033	Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Postsecondary/Higher Education Level: Technical Report No. 3		3.00	
10034	BORN FREE Logo Stickers		4.25	
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10036	BORN FREE: A World of Options—Rental of videotape Date needed_____ 2nd choice_____		6.00	
10037	Men: Choices and Changes—Purchase of videotape		36.00	
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10039	Women: Choices and Changes—Purchase of videotape		36.00	
10040	Women: Choices and Changes—Rental of videotape Date needed_____ 2nd choice_____		6.00	
10041	Joy of Choosing—Purchase of videotape		36.00	
10042	Joy of Choosing—Rental of videotape Date needed_____ 2nd choice_____		6.00	
10043	Parenting: Three Generations—Purchase of videotape		36.00	
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10071	Counseling and Guidance		4.25	
10073	**Venture Beyond Stereotypes** Venture Beyond Stereotypes: A Workbook for Teachers Concerned about Sex-Role Stereotyping		2.00	
10074	"Jill and Jack/Fiction and Fact" The Masculine Mystique—Purchase of videotape		36.00	
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10113	Reading, Writing, and Stereotyping		4.50	
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10119	Diagnosing the Problem: Sex Stereotyping in Special Education		4.50	
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20016	Women in American History: A Series		10.00	
20021	Sources of Strength: Women and Culture		29.25	
20022	Changing Words in a Changing World		2.00	
20023	Changing Words in a Changing World, Instructor's Guide		1.75	
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30007	A Leader's Guide		4.25	
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30010	Equity Counseling for Community College Women		9.25	
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40001	It's Her Future — Purchase of film		118.00	

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Superintendent of Documents
U.S. Government Printing Office
North Capitol Bet. G & H Streets, N.W.
Washington, D.C. 20402
Telephone: (202) 783-3238

Title	Stock#	Price
Title IX: Selected Resources	017-080-01668-1	$ .35
Complying With Title IX: The First Twelve Months	017-080-1669-9	.85
Why Title IX?	017-080-1670-2	.35
Identifying Discrimination: A Review of Federal Antidiscrimination Laws and Selected Case Examples	017-080-1671-1	.45
Complying with Title IX: Implementing Institutional Self Evaluation	017-080-1672-9	2.10
Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation	017-080-01673-7	.45
Equal Educational Opportunity (poster)	017-080-01674-5	.35
Equal Employment Opportunity (poster)	017-080-01675-3	.35
Competitive Athletics: In Search of Equal Opportunity	017-080-01713-0	2.75
Selecting Professionals in Higher Education: A Title IX Perspective	017-080-01708-3	1.30
A Student Guide to Title IX	017-080-01710-5	2.00
Title IX Grievance Procedures: An Introductory Manual	017-080-01711-3	2.50

Title	Stock #	Price
Title IX and Physical Education: A Compliance Overview	017-080-01712-1	$1.40
Implementing Title IX: A Sample Workshop	017-080-01709-1	3.75

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY - SECONDARY EDUCATORS:

Title	Stock #	Price
The Context of Title IX	017-080-01928-1	2.75
The Title IX Regulation and Grievance Process	017-080-01926-4	3.00
Planning For Change	017-080-01924-8	2.50
The Administrator's Role	017-080-01932-9	3.75
The Teacher's Role	017--080-01940-0	4.50
The Counselor's Role	017-080-01934-5	3.75
The Physical Activities Specialist's Role	017-080-01929-9	4.75
The Vocational Educator's Role	017-080-01941-8	4.75
The Community's Role	017-080-01931-1	3.25
Participant's Notebook	017-080-01939-6	3.50
Implementing Title IX in Physical Education and Athletics (Application Booklet for Elementary--Secondary Physical Activity Personnel)	017-080-02006-8	3.00
Attaining Sex Equity in Counseling Programs and Practices (Application Booklet for Counselors)	017-080-01935-3	2.75

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR POSTSECONDARY EDUCATORS:

Title	Stock #	Price
The Context of Title IX	017-080-01936-1	$2.75
The Title IX Regulation & Grievance Process	017-080-01937-0	3.00
Planning for Change	017-080-01942-6	2.50
The Administrator's Role	017-080-01933-7	4.25
The Counselor's Role	017-080-01927-2	3.50
The Teacher Educator's Role	017-080-01943-4	3.25
Participant's Notebook	017-080-01938-8	4.50
Implications of Title IX for Postsecondary Education and Athletics Personnel (Application Booklet for Postsecondary Physical Activity Personnel)	017-080-01925-0	2.40

*U.S. GOVERNMENT PRINTING OFFICE: 1981-0-727-619/1665